



TELOPEA PARK SCHOOL  
LYCÉE FRANCO – AUSTRALIEN

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**TELOPEA PARK SCHOOL  
BINATIONAL REVIEW REPORT 2017**

**TELOPEA PARK SCHOOL  
LYCÉE FRANCO-AUSTRALIEN CANBERRA**

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*PREPARED FOR*



**Australian Government**  
**Department of Education and Training**



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**RÉPUBLIQUE FRANÇAISE**

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## **INTRODUCTION**

Since July 1983 Telopea Park School (TPS) has been a binational French-Australian school, established as a result of an agreement (Australian Treaty Series 1983 No 8) between the Australian Government and the French Government. This Treaty addresses a number of matters including the provision of French teachers to the school by the French Government, the approval of the French-Australian curriculum, review and revision of the approved curriculum and a review of the operation of TPS. In February 2016, a partnership agreement (Agency for French Education Abroad Partnership Agreement) was signed between the Australian Capital Territory (ACT) (represented by the Director-General of the ACT Education Directorate on behalf of TPS) and the Agency for French Education Abroad (AEFE).

The Partnership Agreement requires that resources be provided for a 'General Inspection mission every 4 years in line with the ACT Education Directorate's School Review Process undertaken by all ACT Government Schools.'

The Binational Review was conducted over five days and involved a wide variety of data gathering approaches including observations, interviews and documentation. This approach also provided evidence for the panel to consider against the nine inter-related domains in the National School Improvement Tool to inform the commendations and recommendations for this school improvement cycle.

## SECTION A:

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### Terms of Reference

#### *Introduction*

An analysis of the Terms of Reference for the existence and development of Telopea Park School prompts one to move back in time and rediscover the Cultural Agreement signed exactly forty years ago on 20 June, 1977 between France and Australia, although it was officially published only two years later on 6 September, 1979. According to the agreement that has lost nothing of its relevance over the last four decades, and beyond the expressed request for diffusion of each country's culture in the other, France and Australia, as stated in Article 10 of the Agreement, were to "facilitate the opening and operation [...] of schools", a statement that relates particularly well with Article 2 about the exchange of teachers and Article 3 about training language teachers.

The 1983 Treaty "between the Government of Australia and the Government of the French Republic concerning the Establishment of a French - Australian School in Canberra" can therefore be seen as a follow-up, turning into tangible reality the intentions stated in the Cultural agreement signed six years earlier, as shown by the reference to Article 10 in the introduction to the Treaty.

From the beginning the particular status of TPS is a key to understanding how the school should be considered and thus reviewed: "The School shall be administered within the framework of the Australian Capital Territory Schools Authority schools system in accordance with the provisions of this Agreement". In other words, although it is true that ACT plays a major role in operating the school, the latter's procedures are directly linked to the Agreement itself. It is primarily a binational school that represents both countries rather than just adding a bicultural and bilingual flavour to a local school. This is essential because it means that the school cannot be reviewed through ACT lenses but only by government-level authorities, i.e. the Ministry of Education in France and a representative of the Federal Government in Australia.

Article 2 of the Treaty sets five objectives to the School:

- a) *provide bilingual education in the English and French languages from the kindergarten to Year ten level for students aged from five years to at least the end of compulsory schooling;*
- b) *promote progressive bilingualism in its educational program and enhance access by students to quality bilingual education;*
- c) *foster respect for other cultures;*
- d) *provide a normal Australian education at secondary level, as a neighbourhood school;*
- e) *contribute to French-Australian educational and cultural relations and in particular support the achievement of the aims of the Cultural Agreement.*

### *Provide bilingual education in the English and French languages*

Learning about another culture is primarily achieved through the knowledge of the main language used to represent that culture, hence the insistence upon linguistic abilities. Furthermore it is a known fact that learning a foreign language (or knowing more about one's own language) is facilitated by early exposure and the plasticity of the brain during childhood. Therefore, providing bilingual education as early as kindergarten is clearly the best way to accompany children towards a brighter, more open future.

TPS meets this first objective, not just thanks to the presence of French from Grande section (kindergarten) to Seconde/Premier (year 10), but also thanks to two extensions, one aimed at "pre-school" children, the other at Year 11 and Year 12 students.

It is noted that an AEFÉ accredited French-Australian preschool (FAP) also operates in the nearby suburb of Red Hill and an education setting independent of Telopea Park School and the ACT Education Directorate. FAP has approached the ACT Education Directorate in order to be formally recognised as a pre-school for TPS. While this recognition has not occurred and there are no formal links between FAP and Telopea Park School, it is acknowledged that a number of children enrolled at FAP are eligible to seek enrolment at in the French- English program at Telopea Park School.

The Year 11 and Year 12 extension is realised through Narrabundah College, a nearby school that accommodates students from TPS and prepares students for the French baccalauréat.

This double separation is due to the operation of a college system in the ACT Education Directorate for Year 11 and Year 12 students. The conditions provided to children and students both at the French Australian Pre-School and Narrabundah College are good and on a par with what TPS provides. More specifically French teachers' shuttle between TPS and Narrabundah College, which, though it may entail complex timetable design and rather cumbersome teacher transfer, makes it possible to have real teaching and learning continuity between the two places, with clearly positive results on student performance and the calibration of teachers' expectations.

It would make perfect sense to have all students in the same place, provided TPS is redesigned to accommodate everyone in buildings the architecture and structure of which would be made more readable. This would also entail the integration of FAP and in this hypothesis, the binational agreement would be amended accordingly.

### *Promote progressive bilingualism and enhance access to quality bilingual education*

With four days of French in Grande section, Year 1 and Year 2 and a fifty-fifty French-English ratio between Year 3 and Year 6 (which is the equivalent of Sixième), TPS meets this second objective, at least from a quantitative point of view. Indeed the massive exposure to French within classrooms (English is predominant everywhere else, within or outside the school, including the weekly assembly) at an early age is a good thing for English-speaking children, who are immersed in French four days a week, for French-speaking children who are presented with a more familiar context whilst being immersed in English outside classrooms and finally for children speaking neither French nor English, who gain from the double exposure within and outside school.

From a qualitative point of view, two things need to be taken into account.

The first is the quality of teachers themselves, which is guaranteed by the qualifications provided by both French and Australian systems, which include long studies, competitive exams in France, state certification in Australia and compulsory continuing education.

The second is exposure organisation. The 80/20 Kindergarten-Year 2 ratio is interesting globally, but the

temporal implementation could be optimised by better taking into account the fact that repeated exposure is always preferable to single exposure. Though it is true that English is pervasive elsewhere, its presence in school should be made more fluid, instead of having a single full day in English. More punctual and repeated presence would also make up for the difficulty linked to the consequences of teacher or student absence on the very day when English is on.

Likewise the 50/50 Year 3-to-Year 6 ratio must be considered in direct link with curriculum. Indeed, since most teachers are not bilingual, the combination of two teachers for the same subject, though it may correspond to the teaching of either the French or the Australian curriculum, can be viewed by students as a form of repetition, since students are themselves bilingual and consequently code-switch from French to English and back with no difficulty. The ability to code-switch, which some teachers do not really possess, makes it possible for them to consider that language nature is secondary, hence a demand for more constructive content. In a way, though work still needs to be done and monitored, the local writing of an Australian-French curriculum, which is complementary to teacher collaboration, aims at uncovering what is shared by both curricula whilst highlighting the specificities.

### *Foster respect for other cultures*

TPS is not just a binational, bilingual and bicultural school. With over seventy nationalities represented, which is only natural considering the specificities of Canberra, with the presence of many embassies and the Australian national university, and the fact that the school is one of the largest schools in ACT, TPS welcomes children and students from all over the world (as shown by the presence of flags in the school library) and delivers teaching in two global languages, English and French. Furthermore special respect is paid to Australia's original culture, as exemplified by the NAIDOC celebrations that took place during this year's binational review.

Language is a gateway to culture as well as a representation of culture itself. The impressive open-mindedness of students, many of whom come from a multi-cultural background (though social diversity is surely less present than geographical diversity), combined with the fact that many teachers, including the French teachers, have travelled extensively before coming to work at TPS, nurtures a natural appreciation of differences, which are viewed not as differences but as specificities, thus emphasising in parallel how much is common between two cultures. What strikes a visitor at TPS, beyond the exotic Britishness of the place, are the similarities that go as far as teaching methods.

### *Provide a normal Australian education at secondary level, as a neighbourhood school*

Clearly this fourth objective is met at Telopea Park School. With three-quarters of the secondary students coming from the neighbourhood and choosing the English stream, i.e. the stream based on the Australian Curriculum more directly operated by ACT, TPS looks like a local school. Since it was decided from the outset to host the school defined by the 1983 agreement in an already existing school and not to create a new school from scratch, ending up with a combination of Australian and French-Australian streams was inevitable.

However, TPS is not the result of the juxtaposition of two distinct educational objects, one purely Australian, the other a UFO-like eerie concept whose sole purpose would be to symbolise the friendship between France and Australia. The whole school is indeed a celebration of the friendship between France and Australia. In other words, though some students may not have direct access to bilingual education, the atmosphere of the place is bilingual and bicultural, the students are mixed on many occasions, some shuttle between the two systems, parents choose TPS because they know that teaching quality will be there, and it is there because it is a binational school. The Agreement does not state that there would be

an independent French section within the greater framework of an Australian school. The greater school framework is binational, and the English stream, though statistically powerful, is set within that framework.

The latest developments in and around the school, the rise in local population, the decrease in French funding – are subjects of concern in that they tend to weaken the position of the English-French stream, and thus that of the school as a binational school. Since the school's *raison d'être* goes much beyond local specificities, it is essential that it remains unaffected by local evolution. There is no reason either why France should financially move away from its commitment to funding TPS, especially in a situation in which the political, commercial, cultural and educational cooperation between France and Australia is particularly active, not just below sea level.

### *Contribute to French-Australian educational and cultural relations*

The fifth objective is to a large extent accomplished through the achievement of the first four specific objectives. A closer look at the 1977-1979 Cultural Agreement suggests that its greater aims are also achieved thanks to the many celebrations, activities, trips, exchanges or conferences organised by the school either in close connection with the French Embassy's department of culture and cooperation or thanks to the perfect integration of the school within the community.

The very fact that teachers work together so as to write a French-Australian curriculum is also a sign, albeit very local in its realisation, of the cooperation between two school systems.

A third interesting initiative launched by TPS is the creation of an association bringing together French schools in Australia. The AAFEBS, i.e. Australian Association of French English Bilingual Schools, was created with the aim of supporting French/English Schools in Australia and acting as a forum for support, professional learning, communication and collaboration. By turning the 12 bilingual schools into a network, the association contributes to enhancing professional standards (and thus student performance) whilst acting as a positive lobby for the development of linguistic and cultural cooperation between France and Australia.

### *Conclusion*

Judging from what the review panel has witnessed during its visit and the documentation provided by the school, it is clear that the Terms of Reference are met to a very large extent. The impression is extremely positive. Attention should be paid to a few points that need to be addressed in order for this very special school to keep all of what has made its reputation for over thirty years.

## SECTION B:

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### Reflections about the Future

#### *Introduction*

Reflecting about the future of Telopea Park School involves going back to the past and learning from it. The starting point is the motto the school has chosen to represent what it is, *Spectans Orientia Solis Lumina*, with the use of Latin as a way to affirm its connection to “universal” classical culture and learning. The second element to be taken into account is the list of four values (Respect. Fairness. Cooperation. Honesty) the school has selected to showcase its operating philosophy. The third element is more largely based upon the observations made during the review proper.

#### *Motto: back to the future*

*Spectans Orientia Solis Lumina* (“Looking towards the rising sun”).

Such is TPS’s motto, proudly displayed in the entrance hall and on all official documents. Surely looking towards a bright future is any school’s objective for its students as they spend there the most structuring years of their lives, gaining knowledge, methods and social skills. In the case of Telopea Park School these words bear special meaning as the place is not like any French or Australian school.

Because of how it was born and what missions were assigned to it, the sense of belonging it has given rise to is exceptional and it should remain so in the future. Thanks to the dedication of its staff, their commitment to asserting and defending the values of the school, as well as the students’, their families’ and the community’s awareness of the remarkable educational haven that TPS represents, thanks to the realisation by all stakeholders that the school must also adapt to a continuously changing environment, an evolution without which TPS would be condemned to become a memorial rather than a beacon, the Lycée franco-australien possesses all the qualities to enable it to blossom and contribute to helping its students to blossom, well into the future.

#### *Values: a squarely-worded philosophical statement*

##### Introduction

*Respect. Fairness. Cooperation. Honesty.*

These are the four values the school community has chosen to represent its policy. There is a lot to be said about the number selected.

One would have been strange considering the binational nature of the school, though it could have been a good way to show it goes beyond the initial binarity to embrace a unified vision of what it should stand for. Another difficulty would clearly have been to select the adequate notion.

Two is the simplest way to represent the diversity of the world, essentially through a binary vision emphasising complementarity, polarity, opposition and the like. It would have made it almost necessary to add “and” between the two selected notions so as to show that one cannot exist without the other, whilst not necessarily expressing the very nature of the connection.

Three is the first representation of complexity: while two points are naturally aligned, the alignment of three is exceptional. Three was indeed the number of notions originally selected, before students themselves added a fourth.

Four is the clearest representation of stability, especially in a culture that values squares so much. It is still readable (the limit of subitising, i.e. counting items without really counting is typically set at four) without sounding too much like a never-ending heterogeneous list. That is the limit of a list. Not only do items share common ground because they are part of the list but they develop links between one another and the number of such links rises exponentially, thus making it difficult to go beyond four.

Whatever order is used (though order does matter because of the implicit hierarchy of any list and the gradual interconnections created between items as one reads through the list), those four values must be considered as relevant guides towards what lies ahead just as much as reminders of the historical and conceptual foundations on which TPS is based. Though there is some overlap between values, they will be presented independently.

## Respect

Respect might, at least from an etymological point of view, not be the notion that comes to mind first when considering the future. Indeed it primarily suggests looking (spectare) towards the past (re), which at first sight is not the best option for planning things. However, history matters whenever one has to make decisions, not least because of the need for continuity and stability, which is synonymous with standing still.

Respect is first and foremost an informed observance of the terms of reference defining Telopea Park School's role and missions. By "informed observance" is meant the combination of a regard for the letter of the agreement and a qualified assessment of the evolution of the environment. The world is not what it was back in 1983 and it is the invaluable quality of the original text to be still relevant today, whilst taking into account the change in teaching methods, the emergence of new, especially digital, tools and the rise of a globalised society.

Respect is also to be considered with people in mind, preserving their professional and personal integrity. This is particularly sensitive in a school where students come from all over the world, a school organised around two educational systems, and a school located in one given environment. It must be a daily task to remain aware of those three levels and the specificity of each as it could be easy to unconsciously lower one's guard and let a local factor become dominant, thus endangering the whole philosophy behind TPS.

There are basically two ways of showing respect: either try and list all real and potential threats, which is both painstaking, theoretically infinite and rationally impractical, or go back to basics and shared fundamental values whilst empowering people with the responsibility of enforcing them on a daily basis.

## Fairness

The value was originally supported by students themselves, and added to the three values already chosen by the "adults". Fairness is to be found at three levels, first in connection to the original issue raised by a user, which gives rise to the school's response, with a balance between problem and treatment, second on a longitudinal basis, with the same response in time, third on an individual basis, with the same response whoever raises the issue or deals with it, the last two items being considered within the greater framework of context and individualisation which may introduce some small-scale variation.

This implies adequate training for those in charge of ensuring fairness is correctly enforced as well as a combination of set protocols and personal accountability to provide standard responses, whilst taking into account the specificity of the situation. Such procedures already exist at Telopea, with a

number of adults in charge and accessible to students whatever problems they may face. Executive teachers, contact group teachers, year coordinators, staff specifically trained to deal with students with special needs and other adults are there to ensure no one is left behind.

However fairness also implies adequate human resource identification and collective response alignment, which in turn entails in-depth reflection upon staff resource management (similar though in a different environment to CRM, or Crew Resource Management, that is an essential part of labour division in plane cockpits), tracking down potentially dangerous overlap or disjunction while empowering individuals, and considering user-focussed experience to avoid multiple responsibility transfers.

Such finely-tuned policy can only be the result of initial common-culture sharing, which could be achieved through a formalised charter contractually signed by anyone working at TPS, with specially-adapted versions for students and parents. Emphasising what TPS is surely is the first step towards a clear understanding of what can or should be done and what is still to be discussed. Knowing who does what and who to contact is another point which should be clearly formalised in an FAQ for instance. Another possibility would be to have an online individual file for all students where all events would be recorded and available to all the adult community, with possible restrictions for sensitive issues.

## Cooperation

Then again there are three forms of cooperation to be considered. The first is parallel operation, the second is sequential operation, and the third is intertwined operation. Though the order suggests the third is the most accomplished variety, all three can be combined depending on context and situation.

Parallel operation is encountered when two agents act with limited intercommunication. Basically, though each may have an understanding of what the other does or else both act within the same framework and thus produce similar activity, the actual conceptual combination of the two experiences is transferred onto the user possibly without the keys to adequate articulation of the two. Typically, two teachers would work within the school without really talking to each other about what they do, how they do it and why, leaving students themselves to identify emerging patterns or contrasting elements. Though it is practically impossible to suppress parallel operation (as it would imply continuous communication between everyone) and though data analysis is one of the skills to be developed among students, making particularly clear who does what and helping users through the maze of knowledge consolidation would be a good way to make teaching more explicit and therefore accompany students more closely.

Sequential operation is a longitudinal form of cooperation, with various people intervening along the time line, making sure what they say is consistent through continuity-setting communication. Clearly the introduction of digital tools over the last ten years or so has made it practical to have a memory of the path followed by students, teachers or staff. Improvable software compatibility, legal issues or follow-up monitoring procedures can be obstacles to big data gathering, analysis and upgraded operational feedback. The need for relative independence should not be ignored either. For example, one does not teach solely with the exam in sight, or else ambition and mind-opening experiences would be limited. Exams are to be taken into account, but marginally, as a necessary ritual rather than an end. In the same way, provided everyone adheres to the values of the school, adequate responsible behaviour should ensure everyone succeeds.

Intertwined operation is community-based, network-oriented, multiple-scale operation. It enables fine-grain accompaniment whilst preserving global progress monitoring. This can only be achieved with a set community within a precisely defined perimeter because of the amount of data sharing, discourse adjustment and user interaction involved. It is operational to a large extent in the primary

sector of the school and there is room for further development in the secondary sector, one condition being the real emergence of user-centred rather than subject-centred organisation and attitude, another being the development of optimised digital supporting tools. School-scale intertwined operation is possible if combined with a modular approach of the whole organisation, with the emergence of intermediate level independently-operating structures using the same tools and working along the same lines, with special attention devoted to threshold and follow-up procedures.

## Honesty

Honesty is, in a way, a strange value to put an emphasis on, not because of the underlying concept of course, which is naturally shared by any given community, but precisely because it is supposedly naturally shared and therefore not the first notion to be put on a promotion list which suggests its very existence is not a 100% given. Typically one lays the stress on unexpected or gradable qualities to show the added value of the organisation promoting them as part of its everyday operation.

A closer look at what is implied by honesty brings about the concept of clarity and trust. Contrary to some private language schools artificially promoting languages without the systematic support of adequate staff and enhanced student performance and social and professional integration, Telopea Park School is a place parents and students trust because they feel (or know) the school does deliver without losing its soul, i.e. diverging from its principles to easily accommodate changing economic or social conditions.

Resisting pressure and ensuring progress whilst acknowledging there is always room for improvement and process optimisation, one tool being solid performance monitoring, another satisfaction surveys, is clearly the best way to achieve and maintain trust among all stakeholders as well as show the school, however special it is, does not rest on its binational laurels, thus avoiding to turn into a self-promoting object the specificity of which does not allow for external assessment. The very fact that there is a binational review every four years is a sign of trust on the part of the two governments, because it ensures the school is what it was designed for from the beginning, a fully-operational school providing students with outstanding working conditions and mind-opening education.

## *Further perspectives*

### Great expectations

Looking further is a form of extrapolation, that is to say both a continuation of what already exists along identified trends and an idealised vision of what the school could or should be, a vision which partly depends on the point of view adopted as the expectations of parents and students may differ from those of teachers, administrative staff, leaders or funding partners. The exercise is thus a risky one, though having a vision is surely the best way to question current practice and optimise operation.

Telopea Park School is undoubtedly a place of great expectations. It was clearly one originally when the two governments decided upon its creation as a celebration of the friendship between France and Australia. It is also one for parents and students, a school that is expected to make the most of two educational systems whilst welcoming children from around the world and preparing them for worldwide first-class achievements. It is one indeed for teachers, who feel they have a unique opportunity to accomplish their job in excellent conditions, with top-notch students, state-of-the-art material and favourable environment.

In many ways TPS is already an ideal place to work, learn and teach, and many students and staff around the world would dream of experiencing the same conditions. In many ways, because TPS is quite special, expectations tend to be even higher and users might overlook what is considered as a given and focus

on what apparently needs to be improved, and it is not always easy to draw a line between what is desirable, what is feasible and what is only marginal. Still, having spent quite some time interviewing everyone and observing daily operation, the panel has identified questions that need to be addressed lest they lead to centrifugal divergence.

TPS is the remarkable result of an equally-remarkable complex design, with the equivalent of école maternelle, école primaire, collège and lycée all in the same place or so, with a combination of purely Australian, half-French half-Australian, mainly French and purely French curricula, educational traditions and cultures, and an association of typically French centralised operation with more autonomous though closely performance-assessed Australian / ACT administrative steering. Either one views this as a miracle, a fragile construction or a unique educational ET or one analyses the reasons why it works and tries to make it better.

### Addressing complexity

Clearly complexity is a challenge and is found at spatial, educational and pedagogical levels.

Spatial complexity is the consequence of the dissemination of children, students and staff over two schools (Telopea Park School and Narrabundah College), which renders timetables, resource management and monitoring a potential nightmare. But spatial complexity is to be found at TPS itself, with a gradual accumulation of extensions that over time has made the architecture of the place less readable and practical use of the buildings less intuitive, let alone the resulting potential waste of energy. An ideal school would be all in one place, with restructured buildings offering clear perspectives and optimised human and technical management.

Educational complexity is the result of the willingness to take into account every specific issue, which is based on good intentions, and assign a person or group to deal with each. While it makes individual sense to have year coordinators, contact group teachers, professeurs principaux, special needs officers, executive teachers or focus groups, the organisation implies considerable overlap when it comes to actual operation. At the departing and receiving end is a student who naturally tends to turn to the first available adult or the one he or she feels closest to, irrespective of the actual specific domain the adult is in charge of, hence the necessity for extensive communication to reach the right person and inform others of the situation (not to mention the fact that the student may well have chosen to question several adults originally). A combination of online individual dynamic student profiles, clearly identified adult contacts (professeur principal for internal class matters and contact teacher for more personal issues) and individualised customisable communication would enable more-to-the-point data transfer and adequate adult response.

Pedagogical complexity is then again to be considered with students rather than teachers in mind. Juxtaposition should not be an option, either from one subject to another or from the French to the Australian curriculum, especially in a school like TPS. The work on curricula should be completed so as to show what is shared and what is specific, be it knowledge, method or class management. No teacher should be able to state contentedly that “the two systems don’t get into each other’s ways”. They should, at least during an intermediary phase, before a new informed pedagogical object emerges, possibly with the help of external stakeholders such as Australian Curriculum, Assessment and Reporting Authority (ACARA )or representatives of the French ministry (the AEF English inspector for instance), as teachers may have difficulties drawing perspectives from their day-to-day work.

## Consolidation

Teloepa Park School is set on a triple firm base, first and foremost the binational agreement that led to its birth and provides a robust framework for its operation, second the committed staff and leaders that have remarkably contributed to its success, third the community of parents, children and students that have for over thirty years rightly placed their trust in a positively outstanding school.

Yet the situation has changed since 1983, with the emergence of the internet and globalised economy, assessment-and-performance-driven accountability and steering, and, locally, real-estate and local school authority pressure on the school. Though many efforts have been made to reaffirm the principles governing TPS, those efforts have to continue. Consolidation is the strongest response as it combines a back-to-basics movement with organisational streamlining and process optimisation.

Surely the primary source of concern is financial sustainability. The school must be able to count on proper public funding from both countries to support its operations and invest into the future. Given the specific historical context, the enhancement of the French-Australian agreement in March 2017 should be accompanied by France's clear support of Teloepa Park School as the most symbolical sign of the vitality of the relationship between the two countries. TPS accomplishes its mission by promoting a binational, bilingual and bicultural education to students of over seventy nationalities. Let France and Australia fully recognise this commitment and ensure everything is done to ensure proper long-term operation.

TPS is both an exceptional place, to the full sense of the word, and a model, especially for other French-Australian schools across the continent though they do not share its particular administrative status. In order to remain so, it must innovate on a permanent basis to proudly state its specificity as well as meet the changing standards of education and accountability, identify what makes it special while never forgetting the fact that it exists in a larger French, Australian and international competitive environment. Teloepa Park School possesses solid references and inbred adaptability. No doubt it will continue looking towards the rising sun for many years to come.

## **SECTION C: Analysis of Data and the School Strategic Plan Binational School**

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### **Review Process**

#### **School Context**

Telopea Park School, Lycée Franco Australien, is a unique school having been a binational French Australian School since 1983. An agreement established between the Governments of France and Australia set the parameters that the school operates within.

The school caters for students from kindergarten to year 10, offering bilingual French/English program for primary students. Students have the opportunity to continue the bilingual program from years 7- 10 as the school offers two streams; a bilingual French/English and English only stream.

Due to the nature of the school the primary section does not have a set Priority Enrolment Area (PEA), with placements for the program being open to students ACT wide until capacity is reached. Primary students who are French nationals or have French dual citizenship will be admitted as priority followed by students from a Francophonie (French speaking) family and then students with a demonstrated suitability to a French/English bilingual education.

The PEA for students entering the English only stream within the high school (years 7-10) includes the suburbs of Barton, Forrest, Fyshwick, Griffith, Harman, Kingston, Narrabundah, Oaks Estate, Parkes, Red Hill, Symonston and parts of Deakin.

Telopea Park School's Index of Community Socio-Educational Advantage (ICSEA) was 1159 in 2016. Only 3% of students are identified within the bottom quartile, while 72% were in the top quartile of this index.

Ms Kerrie Blain is the current school principal and was appointed in January 2011. Monsieur Emmanuel Texier was Proviseur (Head of French Studies) from 2012-2017. He was replaced by Monsieur David Binan in August 2017.

Key changes to context:

- Increased enrolments 1204 (2014) to 1416 (2017) at census
- Projected reduction (in real terms) in funding from the French Government
- Reduction in funding allocated by the ACT Government under the Student Resource Allocation (SRA) structure
- Agence pour l'enseignement francais à l'étranger (AEFE) certification, an agreement between the Director of the AEFE and the ACT Education Directorate in February 2016.

#### *The School's Vision Statement*

Telopea Park School/Lycée Franco-Australien de Canberra is committed to excellence in education and in all fields of endeavour by challenging students to develop the skills and personal qualities needed to live successfully in a complex world. The school values and celebrates linguistic and cultural diversity and students achieving their personal best through a broad range of educational experiences.

Telopea Park School/Lycée Franco-Australien de Canberra provides a safe, caring and supportive environment where all students have equity of opportunity to learn. Through its philosophy and practice, the school promotes mutual respect and tolerance.

## **School Performance**

### **A: Student Learning Data**

The panel looked at the School's Performance Indicators in Primary Schools (PIPS), National Assessment Program Literacy and Numeracy (NAPLAN), French National Assessment, Brevet, International Baccalaureate and school satisfaction data across the four years.

There is little evidence that the school interrogates data on a regular basis to inform learning or focus on systematic improvement, despite this being a recommendation from the 2013 review, *the identification and systematic use of process measures to better monitor school performance with respect to student learning progress. It is recommended that the school intensify its focus on identifying trends in performance over time, and use data to examine and focus on systemic performance and improvement.*'

Another recommendation to 'establish other methods of obtaining perception data' was not realised. As a result, system and standardised data is used for the purpose of school data in this report.

#### *Performance Indicators in Primary School*

Performance Indicators in Primary School (PIPS) Kindergarten data shows that in reading over the last four years, students achieving expected growth has remained quite low between 36%-54%. Similarly in mathematics, it has been between 26%-46%.

In reading, the last two years has seen an increase in the percentage of students achieving better than expected growth at 10%-12% up from 4% in 2014.

Raw scores show that on entry the Telopea Park School kindergarten students are above the ACT for both Reading and Mathematics and at the end of Kindergarten they are substantially lower than ACT in both areas. The variances in performance need further investigation.

#### *National Assessment Program Literacy and Numeracy*

At Telopea Park School, for all four years from 2013-2016, all NAPLAN means were close to, above, or well above the national average for all year levels in all testing domains. However, when measured against similar schools, that is schools with a similar Index of Community Socio-Educational Advantage (ICSEA) value, the achievements differ. It should be noted that Telopea Park School's ICSEA value is considerably higher than the average (1000) at between 1159-1176 over the last four years. In all NAPLAN domain areas (Reading, Writing, Spelling, Grammar, Punctuation and Numeracy) the means in all four years of the plan were close to, below or substantially below those of similar schools. During the life of the school improvement cycle, a greater proportion of similar school means have dropped into the below category from the close to category.

When examining school means generally the comparison between the school NAPLAN data and the subgroup data showed the NAPLAN means to be consistently similar, despite significantly differing numbers of students in the groups. This indicates that the students arriving at the school between tests are not influencing the NAPLAN means.

The 'My School' website refers to gain as the difference in the same students' achievement levels between two testing years in the same test domain within a school.) Similar school's reading gain is higher than the school's gain each year. However the school's gain is better than the gain of students with the same starting score for all years between 2013 and 2016. Likewise in numeracy, similar schools have more gain and they started at a higher starting point than TPS students. The students with a similar starting point have similar gain to TPS students in years 5 and 9 and for year 7 the students with a similar starting point to the school achieved more gain than the school.

Growth data is calculated based upon each individual child's results in prior NAPLAN testing, meaning that year 5 growth is based upon year 3 testing, while year 7 growth is based upon year 5 testing. Please note that writing growth is only available until 2015 as there was a change in genre in the test.

### **Year 3-5 Growth**

Domain	Comment
<b>Reading</b>	Growth varied from 54% in 2014 to 74 % in 2015 and 69% in 2016.
<b>Writing</b>	Growth was in the 50%s early in the cycle but rose significantly in 2015 to 78%.
<b>Spelling</b>	Growth was 54% and 58% in 2014 and 2015 and rose to 75% in 2016.
<b>Grammar &amp; Punctuation</b>	Growth achieved has been between 63%-71% for the four years.
<b>Numeracy</b>	In 2013 the school achieved a high of 76% and it declined across the next three years to a low of 51% in 2016.

### **Year 5-7 Growth**

Domain	Comment
<b>Reading</b>	Reading growth declined to 56% in 2016 but was around 70% prior.
<b>Writing</b>	In 2013 and 2014 only 50% of students achieved expected growth but this increased significantly to 83% in 2015.
<b>Spelling</b>	Since 2013, growth remained at around 70% but it decreased to 60% in 2016.
<b>Grammar &amp; Punctuation</b>	Growth was between 61% and 72% over the four years and was lowest in 2016.
<b>Numeracy</b>	Growth declined in 2014 and 2015 to the low 60% and rose in 2016 to 76%

### **Year 7-9 Growth**

Domain	Comment
<b>Reading</b>	Reading growth was at a high in 2014 and 2015 but dropped to 64% in 2016.
<b>Writing</b>	Writing growth increased from 2014 to 2015.
<b>Spelling</b>	Growth in spelling remained in the 70% from 2014 onwards.
<b>Grammar &amp; Punctuation</b>	Growth in grammar & punctuation has declined from 72% in 2013 to 60% in 2016.
<b>Numeracy</b>	Growth in numeracy was in the 50% for all years except 2015 when it rose to 67%

### **French Stream Data**

Years 2 and 5 completed the French National Assessment in term 4 of 2014 and 2015. The age groups in both years came out strongest in Mathematics which included problem solving, geometry, arithmetic and numeracy. Spelling was consistently the lowest for age groups in both years and Reading and Grammar were intermittently low.

## Diverse certification possibilities

Students in secondary study towards the following possible credentials:

**EFS Brevet** – the Diplôme National du Brevet, the first external National French examination was completed in June of year 9.

**French Baccalauréat** – the final school credential awarded on the results of national examinations held in June of year 12. This is the final year of lycée studies which begin in semester 2 of year 9.

**School Certificate** – the ACT certificate awarded to all students at the end of year 10 who have complied with expectations in academic results, good behavior and attendance requirements.

**TPS MYP Certificate** – awarded to all students at the end of year 10 who have complied with the IB requirements. This includes at least a grade of 3 (grades are from 1 to 7, with 7 the highest) in the Personal Project, the year-long individual piece of work which demonstrates a student’s ability to plan, execute and present an original project.

**DELFL examination** – for non-French nationals- to demonstrate their proficiency in French

**Cambridge Examination** in English – taken by students to demonstrate their proficiency in English.

## French National Assessment

**Secondary EFS Brevet – the Diplome National du Brevet, the first external National French examination.**

### Results of the Brevet examination

Year	Number of candidates	Number passed	% passed	High Distinctions	Distinctions	Credits
2013	48	48	100%	12	16	18
2014	36	36	100%	9	11	11
2015	47	47	100%	18	16	9
2016	40	40	100%	10	20	8

Students receiving a distinction increased over the four years with the greatest number of students gaining a distinction in 2016. Students receiving a high distinction remained fairly constant with the exception of 2015 when substantially more students gained this result.

### Results of the French Baccalaureate examination

Year	Number of candidates	Number passed	% passed	High Distinctions	Distinctions	Credits	Number of Excellence Scholarships
2013	12	12	100%	3	4	3	1
2014	12	12	100%	6	3	3	1
2015	21	21	100%	6	5	6	2
2016	17	17	100%	10	3	2	1

The French Baccalaureate is the final school credential awarded to students on the results of national examinations held in June of Year 12. This is the final year of lycée studies which begin in semester 2 of year 9

The greatest number of high distinctions were awarded to students in 2016 and at least one Excellence Scholarship was awarded in each year for outstanding results.

## **B: Stakeholder Perception Data**

Satisfaction perception data is collected once a year. Staff data has been in this format since 2015 but student and parent data was collected over the term of the cycle.

When compared to other similar ACT schools, student safety achieved the highest results by all three stakeholders groups. Students also perceived that the school celebrated their achievements and they had ample access to ICT equipment. Over the life of the plan, staff also indicated student behaviour is well managed at the school with students liking being at school.

There were some results for statements that were low for the school when compared to other similar ACT schools during the course of the planning cycle:

**Students: (726 responses in 2016, an increase from 713 in 2015 and 683 in 2014)**

- I can talk to my teachers about my concerns
- Teachers at my school treat students fairly
- My teachers motivate me to learn
- I am satisfied with the availability of healthy food and drink at this school.

**Parents: (180 responses in 2016, a significant decrease from 395 in 2015 and 293 in 2014)**

- The school takes parents' opinions seriously
- Teachers at this school motivate my child to learn
- The school works with me to support my child's learning
- I am satisfied with the availability of healthy food and drink at this school.

**Staff: (95 responses in 2016, an increase from 66 in 2015 and 55 in 2014)**

- This school looks for ways to improve
- This school takes staff opinions seriously
- I receive useful feedback about my work at this school
- Staff are well supported at this school
- My professional achievements are celebrated at this school
- There is effective communication amongst all staff.

In 2016 the school Satisfaction Perception Data for students declined. The significant areas related to school maintenance, teachers treating students fairly, the school taking students' opinions seriously and talking to teachers about concerns. Parent satisfaction data also declined in the following areas: their children making good progress; learning needs being met, and overall satisfaction with school expectations. Staff data for meeting student learning needs increased in 2016.

## Staff/Student Result Variance

Of the 13 areas of response data for national items in the School Satisfaction Survey, eight showed a significant variance (greater than 20 percentage points) when comparing the responses of staff and students. In all areas staff had higher levels of satisfaction than students.

The areas of greatest difference related to:

- *'Students at this school can talk to teachers about their concerns'* 55% point variance
- *'Teachers at this school treat us fairly'* 47% point variance
- *'Student behaviour is well managed at this school'* -44% point variance.
- *'Teachers at this school motivate students to learn'* -39% point variance
- *'Teachers at this school provide students with useful feedback about their school work'* 31% point variance.
- *'This school is well maintained'* 27% point variance.
- *'Students feel safe at school'* -27% point variance.
- *'Students like being at this school'* -28% point variance.

Three areas of concern identified by students included student voice, fair treatment and the provision of useful feedback on tasks. Both the Primary and Secondary Student Representative Councils meet regularly and leadership opportunities in a range of fields beyond the school are actively pursued across years 5-10. The school employs a restorative approach in behaviour management so the data on perceived fairness and safety was puzzling and required further examination of the effectiveness of the restorative practice. In response transition surveys were developed for students in years 6 and 10 and their concerns have been addressed.

Parents at the school agreed feedback to students was an area for further development and a number of staff have undertaken professional learning in relation to this. Both parents and students strongly agreed that computer technology was an integral part of student learning. This has been enhanced by the adoption of BYOD for students in years 6-10. Evidence from the school parent/carer response data indicates that the school continues to maintain and value community partnerships but clearly needs to report this more fully to the parent community.

These results, as well as the continual review of school performance, contributed to the evaluation of our Strategic Plan and the development of Annual Action Plans. The Strategic Plan is available on the school website.

The panel found that the school had implemented a range of strategies in response to the survey results, including Professional Learning Communities, the Quality Teaching Model to deprivatise practice and provide feedback to staff.

The panel was provided with limited evidence on how the school has provided further opportunities for stakeholders to unpack the school satisfaction survey to really understand some of the particularly low results. *'This school takes opinions seriously'* is significantly low for all three stakeholders – students, staff and parents/carers. This must be investigated and strategies put in place to address the current concerns.

The panel spoke with members of the school Parents and Citizens Association (P&C) who felt privileged to be at the school and acknowledged strong communication between the school and home about events through the *Skoolbag* app. They did comment they would like to be more supported in helping in the learning process at home and would like their opinions and ideas listened to and taken seriously. This view is supported with data from the School Satisfaction Survey with parent data declining every year across the plan, reaching its lowest point in 2016 with *The school takes parent's opinions seriously* – 53.67%, *Teachers at this school motivate my child to learn* – declining over the plan to an all-time low

in 2016 – 63.33% and *This school works with me to support my child’s learning* 2016 – 56.42%. This data requires further investigation.

**C: Demographic Data**

The school welcomes multiculturalism and has 74 nations represented in the student body. Aboriginal and Torres Strait Islander students make up a very small proportion of the total number of students with 22 attending the school in 2017.

Demographic changes have impacted on the total student population in the school.

Adherence to four classes from kindergarten to year 2 has created more stability in the primary sector.

The secondary Australian Stream continues to grow with the availability of new apartments in the suburbs near to the school.

In 2014 there were 1204 students in the school. In 2017 the number has grown to 1416, an increase of 212 students.

***Table: School demographic data***

<b>Demographic Criteria</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
Total number of students	1177	1204	1276	1361	1416
Male	523	557	600	646	674
Female	654	647	676	715	742
Aboriginal and Torres Strait Islander	20	14	14	18	22
Language Background Other Than English (LBOTE)	703	781	696	832	807
Students with an Individual Learning Plan (ILP)	24	37	58	70+	80+
Students with a Personal Learning Plan (PLP)	20	14	13	15	22
Students with Inclusion Support (ISP)	11	13	15	18	18
% of in-area students		37.6	38.1	39.6	40.6

[Source: Annual School Board Reports 2013-2016, school-based data](#)

**Suspension data**

Across 2014 - 2016 the number of suspensions at the school declined. In 2014 the school recorded its highest number of suspensions (49) and in 2015 suspensions dropped to 20. In the first three terms of 2016, 16 suspensions were recorded. In term 4 there were 11 suspensions with two students on multiple suspensions.

In 2017 there have been four suspensions only as of June – two male and two female. There were no suspensions in the primary sector 2014-2017.

The school has zero tolerance to bullying of any sort and zero tolerance to drugs in the school.

In secondary all students who were suspended were not compliant with the school's rules and/or were disrespectful of teachers and/or students. More males are suspended at the school than females with the greatest difference occurring in 2013.

With a dramatic drop in suspensions in the first half of 2017, the emphasis on school values and restorative practices is showing results in supporting students to take responsibility for their actions and respond appropriately.

### **D: Recent and Future Initiatives**

During the 2014-2017 cycle some major initiatives have been implemented:

- The Australian Curriculum (AC) has been implemented
- Telopea Park School was a trial school for the AC in Mathematics, Science and History, contributing to the successful implementation of the AC at TPS.
- The new French National Curriculum and *Réforme du Collège* was implemented in 2016 at all year levels
- Primary teachers have written (and are updating) the TPS Binational Curriculum
- Changes to ACT academic reporting requirements were implemented
- The school underwent its third IB Review in March 2015 with recommendations received for maintaining accreditation. These recommendations have been largely implemented by the introduction of time for Collaborative Meetings to action the requirements – including Interdisciplinary Units, Unit Plans, Service & Action and the revision of school policies
- Changes to IB Middle Years assessment requires implementation
- The new Literacy Plan is a focus and will continue to support the teaching of exemplary literacy skills for every student
- PANL (Principals as Numeracy Leaders) journey has begun in the primary sector
- STEM (Science Technology Engineering Mathematics) is a focus, kindergarten to year 10, and will continue into the new four-year plan
- QTR (Quality Teacher Rounds) – used by all teachers as a collaborative pedagogical reflection tool.

### **School Improvement Planning and Implementation**

It is the panel's observation that some noteworthy concerns regarding the key improvement strategies may have hampered the success of the Strategic Plan. While the key improvement strategies were initially clearly stated, it was difficult to maintain a line of sight through all plans. Several of the key improvement strategies were amended over the life of the plan and some of the strategies themselves lacked the rigor required to instigate strong student outcomes and school improvement, and some were strategies that were disconnected from the priority they were issued to improve.

The school identified three priorities in their 2014-2017 Strategic Plan, reflecting the recommendations of the 2013 Telopea Park Review Report. The priorities included improving student outcomes, building partnerships and developing a sustainable school model. In support of the priorities, the leadership team identified several key improvement strategies and associated actions for improvement.

It is evident the school developed a considered Strategic Plan and Annual Action Plans that were meaningful to them over the life of their school improvement cycle. At their core, the plans expanded on areas of development and improvement that are common to many schools such as differentiation, pedagogy, data, culture and community.

The performance measures in the Strategic Plan were similarly troublesome. Although the school attempted to have the measures flow through all four Annual Action Plans in the form of targets, this was unsuccessful, leaving some targets and performance measures unable to be followed through or tracked longitudinally. Some performance measures and targets did not readily reflect the key improvement strategy they set out to measure.

The school addressed each priority; the journey for each priority is narrated below. The priorities, their key improvement strategies and the years they were addressed in the Annual Action Plans are chronicled in the tables under each priority.

### **Priority 1: To improve student outcomes underpinned by the objectives of the Treaty**

<b>Key Improvement Strategies:</b>	<b>Year addressed</b>
Ensure systematic French and Australian curricula delivery for monitoring learning across the school	2014, 2015, 2016
To continue to build a school-wide professional team of highly skilled teachers	2014, 2016
Embed school wide analysis and discussion of data to inform teaching	2014
To progress the differentiation of teaching and learning across the school	2015, 2016
Embed a comprehensive literacy and numeracy support from K-3 with an intensive intervention in reading	2015
Ensure French and Australian curricula are delivered so that every child has the opportunity to learn*	2017
To ensure all teachers have the opportunity to enrich their pedagogy and build their capacity*	2017
To use data to progress differentiation in teaching strategies within classrooms*	2017

\*Extra key improvement strategy not originally in the 2014-2017 Strategic Plan

*Priority 1: Improve student outcomes underpinned by the objectives of the binational agreement is the first priority and included five main key improvement strategies which centred on monitoring student outcomes and the analysis of data, pedagogy, curriculum, differentiation and intervention.*

*Systematic delivery of the French and Australian curricula for monitoring student learning saw the kindergarten to year 10 phase one and two implementation of the Australian Curriculum in 2014. The French Curriculum was delivered from kindergarten to year 12. All teaching programs were aligned to the curriculum in 2014. The Telopea Park School Harmonised Curriculum, rewritten in 2015, became the Telopea Park School Binational Curriculum, reflecting the new French Curriculum and the Australian Curriculum. The Australian Curriculum was subsequently aligned with the International Baccalaureate Middle Years Programme framework.*

- The second key improvement strategy *continue to build a school-wide professional team of highly skilled teachers* saw the implementation of a pedagogy challenge, whereby staff met once a semester to answer a key question regarding their practice. There was a focus on pedagogy within the school, as recommended by the 2013 review, involving professional learning and Quality Teaching Rounds (QTR) using the Quality Teaching model (QTm). These were initiated with teachers partnering to visit each other's classrooms to observe, code lessons and provide feedback. The review panel notes that the school had limited evidence that measured the effectiveness of the current QTm model.

Although a Professional Learning Plan has been developed with overarching goals for professional learning there was little evidence of school wide professional learning to develop strong understanding and a lack of methodology to measure the impact

The model for the bilingual education program in the primary classes (years 3-6) changed in 2016 to have students remain in their classrooms instead of moving between rooms. The impact of this on teaching and learning was not measured.

*Embed school wide analysis and discussion of data to inform teaching* is occurring within the school in a variety of ways. Although the school expresses that monitoring of student formative and summative assessment data frequently occurs with an embedded schedule, it is evident that for the Australian education stream there could be significant improvements made in consistency of data collection, analysis, sharing and discussion to inform the learning process. The teachers had data collection and analysis as a priority in their Professional Pathways documents and the school organised professional learning for executive staff from Professor Lyn Sharratt however, the impact of this on teaching and learning is unknown. Teachers profess to track and examine their own data; however, this appears to be done more on an individual ad hoc basis, rather than via a collaborative approach with staff discussion. Staff perception data has staff maintaining that 73% use the results of testing to inform their planning; however there is no evidence that this is being carried out in a systematic, consistent or effective way.

The French curriculum is successfully delivered and monitored through mandatory software and the school's adherence to this is frequently inspected. This is in accordance with French education expectations. The review panel was provided evidence to confirm that data is regularly collected and reviewed by the French stream teachers.

The progression of *differentiation of teaching and learning across the school* was attained in terms of teachers adapting their teaching and learning strategies to address learning differences and in some cases, ability levels. While this is differentiation, the school is ripe to move onto the next step in this area, ensuring that with prompt collection and rigorous analysis of data, student learning is supported by a more personally tailored approach, providing students with exactly what they need.

The data shows some concern around differentiation as data shows there has been a decline in parent observations that their child is making good progress at the school and that learning needs are being met by the school.

Another focus for the school was ensuring that all students who required Individual and Personal Learning Plans (PLP) were provided with them, they included the necessary adjustments. The school has worked with parents and carers to ensure their involvement in the process and they have tracked the achievement of goals in the plans. Every student on a plan achieved at least one of the goals set for them.

In the secondary school differentiated classes for gifted and talented students in English, Mathematics and Science were apparent in the early years of the plan to cater for learning extension.

*Embed a comprehensive literacy and numeracy support from K-3 with an intensive intervention in reading* was changed by the school to K-10 in reading, however was addressed in 2015 with intensive intervention on English reading and French literacy from Kindergarten to year 3. Students were assessed and selected for the intervention on a needs basis. The impact of this on student learning outcomes is unknown as it was not appropriately tracked.

English as an Additional Language or Dialect (EAL/D) classes included students who were in need of support from both the primary and secondary sectors.

Professional learning was provided by Dr Misty Adoniou from the University of Canberra in disciplinary literacy and how to adjust classroom teaching in all subjects.

A Response to Intervention program was initiated in the secondary school.

While there has been a multi-pronged focus in this priority to achieve better student outcomes, the level of impact is unclear, mainly due to limited monitoring and tracking. Given the variability of the student results including similar schools gain and student growth in both NAPLAN and PIPS, it is evident that pedagogy and consistency of practice across the school need to be examined at a considerably higher level. This also needs to be tracked for improvement in order to determine whether pedagogical changes made within the school are having any influence on student outcomes.

Evidence cited:

- School Summative Evaluation Report 2017
- Telopea Park Binational Curriculum
- Data Plan/Schedule
- School Board Report 2014, 2015, 2016
- School Literacy Plan

## Priority 2: Sustain and continue to build partnerships with families, communities and organisations

Key Improvement Strategies:	Year addressed
Identify and develop opportunities for community organisations to partner in the education of Telopea Park students	2016, 2017
Develop opportunities for sharing best practice nationally or internationally in education	2014, 2015
Build sustainable partnerships with French Schools in Australia, in the Asia-Pacific and world wide	2014, 2015
Strengthen engagement of all students and families, including ATSI students and families, in learning, transition, planning and communication	2014, 2015, 2016
Strengthen engagement of all students and families in learning, transition, planning and communication*	2017

\*Extra key improvement strategy not originally in the 2014-2017 Strategic Plan

Priority 2, *sustain and continue to build partnerships with families, communities and organisations* had four key improvement strategies which aimed to strengthen respectful positive relationships with those who could impact on student outcomes in a positive manner.

*Identify and develop opportunities for community organisations to partner in the education of Telopea Park students* was addressed in the latter years of the Strategic Plan by:

- formalising an agreement with the Agency for French Education Abroad (AEFE)
- sustaining a positive relationship with the Embassy of France in Canberra
- signing a Memorandum of Understanding with the Alliance Française and
- various partnerships with outside community organisations such as the Australian National University, MensLink, Young carer's Group, and the ACT Debating Association.

*Sharing best practice nationally and internationally in education* is a key area of success for the school. The school provided assistance to other schools in the early stages of their development, e.g. the principal was on a working party for the development of a new French/Australian school in Adelaide. The school also hosted a National Conference on bilingualism in 2014 and participated in professional learning.

*Building sustainable partnerships with French Schools in Australia, in the Asia-Pacific and worldwide* saw the school develop and sustain relationships with Lycée Condorcet for curriculum support, liaise with developing French Australian schools in Melbourne and Brisbane and develop a relationship with the Education Directorate in New Caledonia with the intent to share professional learning. The school is frequently on the teaching side of these partnerships and could consider developing a reciprocal learning relationship with a constituent at some stage. The school instigated the establishment of the Australian Association of French English Bilingual Schools (AAFEBS) in 2015.

*Strengthen engagement of all students and families, including Aboriginal and Torres Strait Islander students and families, in learning, transition, planning and communication* was highlighted by specifically inviting Aboriginal and Torres Strait Islander families to attend school events, ensuring an Aboriginal and Torres Strait Islander parent was on the Parents and Citizens Association and Reconciliation Action Plan

committee and encouraging Aboriginal and Torres Strait Islander parents to attend Personal Learning Plan (PLP) meetings for their children. This was intended to encourage Aboriginal and Torres Strait Islander families in the school to have a voice. Teachers also began engaging at a higher level with student PLPs.

In 2016 secondary students' results were recorded on ManageBac, a digital management system for International Baccalaureate Middle Years Programme secondary students whereby results can be recorded, tracked and communicated to parents. The response rate from parents to track their children using this program was approximately half.

It is apparent that the school has a long-standing focus of developing partnerships and communications with local, national and international parties. There seems to have been a focus on national and international constituents over the last four years. There was a recommendation in the 2013 review which suggested that the school could provide other avenues to obtain perception data in order to monitor improvement. This has not been completed and as a consequence, thorough investigation of data has not occurred. It is preferable that the school develop student, parent and staff voice as it is evident that their perception is that their voice is not being heard.

Evidence cited:

- AEFÉ agreement
- School Summative Evaluation Report 2017
- School Board Report 2014, 2015, 2016

### Priority 3: To develop sustainable systems and practices to support the implementation of the Bi-national agreement

Key Improvement Strategies:	Year addressed
To develop a sustainable business model	2014, 2015
To progress the targeted use of school resources	2016, 2017
To develop system processes that articulate French and Australian staffing	Not addressed in plans
Review and align the school's bi-lingual documentation (policies and procedures)	2014, 2016, 2017

Priority 3, *to develop sustainable systems and practices to support the implementation of the Bi-national agreement* included designing and building a sustainable school business model, tracking resources and reviewing documentation.

*Develop a sustainable business model*, a recommendation from the 2013 review, was suggested to support the school to achieve the Directorate objectives toward local leadership and accountability. The 2013 panel requested that the school include:

- a shared vision to underpin the Strategic Plan and achievements of the objectives of the Bi-National Agreement
- a financial plan describing predicted resource needs and expenditure key documentation pertaining to school policy and agreed best methods and
- details regarding the ongoing capacity building of staff and leadership succession planning.

The general essence of the recommendation formed the basis of this priority; however the priority lacks depth and consideration of the intent and school improvement reasons for which the recommendation was suggested. The actions in the plans were not thoroughly developed and expanded to achieve the intended outcomes of the recommendation.

Annual Professional Discussions were held with teachers to guide their professional journeys consistent with the school and Directorate. Mentors were assigned to teachers to support career development and Professional Learning. This was in line with the Workforce Management Plan. Data suggests though that just over half of the teachers perceive that they are receiving feedback regarding their work and are well supported at the school. This perception data indicates that more work needs to be carried out in this area.

*To progress the targeted use of school resources* was achieved through an ongoing balanced annual budget.

*To develop system processes that articulate French and Australian staffing* saw an understanding of the French and Australian staffing model articulated to all key players. It is understood by the panel that the previous review recommendation of building staff capacity was not fulfilled by this key improvement strategy and related actions. Staff capacity building and leadership succession planning is still of concern.

*Review and align the school's bilingual documentation (policies and procedures)* was achieved through the translation of various documents into French including newsletters, invitations, notes home, the Bilingual Curriculum, restorative practices procedure, the Quality Teaching Model handbook, the staff

handbook and the website.

It is unclear whether priority three was appropriately addressed during the course of the Strategic Plan and the panel suggests that more work needs to be instigated and achieved, in particular with regards to a detailed approach to capacity building staff and addressing the detail and level of sophistication of school documentation. While it is favourable that the documentation be translated into French for accessibility reasons (as it has been), there are documents that still require consideration and adjustments.

Evidence cited:

- School Summative Evaluation Report 2017
- School Board Report 2014, 2015, 2016
- School Business Model
- School Budget

### **Reflections**

The panel notes the school's achievements against the key improvement strategies contained in the 2014-2017 Strategic Plan, but also recognises that key targets in student learning outcomes have not been met consistently. When the panel considers school data, there is not a strong story of student learning outcome improvement year on year.

It is recommended that the school selects suitable measures in their new plan to ensure they can monitor the appropriate stakeholder perception, system and standardised data over the next four years. This will better guide and shape school improvement.

### **National School Improvement Tool Analysis (NSIT)**

The National School Improvement Tool brings together findings from international research into the practices of highly effective schools, teachers and school leaders. It is an Australian Government funded methodology compatible with French standards and it was used to examine all components of the school's improvement journey.

The panel noted the following in relation to the **Explicit Improvement Agenda** domain:

- The Principal and the French Proviseur and other school leaders articulate a shared commitment to improvement, but limited attention has been given to specifying detail or to developing a school-wide approach (e.g., plans for improvement may lack coherence, be short term or without a whole-school focus). Plans for improvement do not appear to have been clearly communicated, widely implemented or to have impacted significantly on teachers' day-to-day work. Targets for improvement are not specific (e.g., not accompanied by timelines).
- The school's focus on data is driven more by external requirements (e.g., NAPLAN, My School, EFS Brevet, French Bacalaureate) than by an internal desire for good information to guide school decision making and to monitor progress.
- Although there is an expressed commitment to improvement, this is not reflected in a high level of enthusiasm for personal change on the part of staff.

### **Comments and Findings**

- Strategic and Annual Action Plans have been developed, and targets and timelines are evident in these documents. Teachers do not consistently identify what the whole-school agenda is (targets, goals, etc.).
- Teachers have identified a range of actions to bring about improvement in their respective areas; the line of sight between these areas and the strategic improvement agenda is not always visible.
- The leadership team has analysed a range of data sets and are aware of some trends in the school, particularly for NAPLAN, attendance, behaviour and school satisfaction surveys.
- The school has identified that they need to make significant use of a number of longitudinal data sets to inform school practices and procedures and develop a systematic process for sharing this with the community.
- The parent community is not clearly aware of school performance data or the strategic priorities of the school.
- It is important for the school to engage all stakeholders and consult widely to ensure there is a shared commitment to the vision and understanding of goals and targets in the next School Strategic Plan.

Within the **Analysis and Discussion of Data** domain, the panel verified the following.

- An ad hoc approach exists to building staff skills in the analysis, interpretation and use of classroom data.
- Software may be used for the analysis of school results, including the performances of priority groups, but analyses generally do not extend to studies of improvement or growth.
- School data is presented to staff in meetings, but presentations tend to be 'for information' rather than a trigger for in-depth discussions of teaching practices and school processes.

- Teachers do not systematically analyse test and other data for their classes and teachers make little use of data to reflect on their teaching. The school is unable to demonstrate with parents how to analyse and discuss current achievement levels and strategies for improvement.

### Comments and Findings

- Executive team interviews demonstrated that data is used to identify trends for improvement. There was evidence that team leaders had used data in team meetings.
- In the main conversations with teachers they did not reflect their use of systemic data or knowledge of the strategic plan key strategies and/or targets.
- Data collections are irregular without a whole school approach.
- The setting and monitoring of short term learning achievement measures around key improvement actions and outcome data should enable its use by team leaders and teachers in daily programs.
- There is little evidence that the school interrogates data well or on a regular basis to inform learning or focus on systemic improvement, despite it being a recommendation from the 2013 review.
- Teachers commented that they would welcome further professional learning and support from leaders in relation to the analysis and use of data
- The French Curriculum has a software program that collects summative data for school reporting purposes.

With respect to **A Culture That Promotes Learning** domain, the panel noted the following.

- There is a happy, optimistic feel to the school.
- Interactions are focused on the learning and wellbeing of students and on continually improving the school's ability to meet the needs of all students. There is a strong sense of belonging in the school.
- The 'tone' of the school reflects a school-wide commitment to purposeful, successful learning. There are very few obvious behavioural or engagement problems and behaviour management takes up very little, if any, time of school leaders and classroom teachers.
- There is a strong focus on learning and on the creation of a culture in which all students are expected to learn successfully, in their own ways and at their own pace. Respectful and caring relationships are reflected in the ways in which staff, students and parents interact and in the language they use in both formal and informal settings.
- Parents and families are encouraged to take a genuine and close interest in the work of the school and are welcomed as partners in their children's learning. There are agreed guidelines on such matters as greeting visitors, taking messages, and responding to queries promptly and respectfully.
- Respectful and caring relationships are reflected in the ways in which staff, students and parents interact and in the language they use in both formal and informal settings
- Staff morale is generally high.
- The school effectively implements its policies, for example, by ensuring that disruptive behaviour, bullying and harassment are dealt with promptly. The school has clear expectations for how students should behave and interact with one another, and in the main, relationships are caring and respectful.
- Most parents take an obvious interest in their children's learning.

## Comments and findings

- There is a strong belief at Telopea Park School that every child is capable of successful learning and a culture of very high expectations of academic progress.
- There is a strong sense of tradition in the school through well established and embedded school values, rituals and symbols.
- Teachers demonstrate very high levels of care for the students at Telopea Park School. This is evident in the way they speak of their students and the culture within each and every classroom.
- A respectful culture is evident amongst staff and staff morale is generally high.
- The school enjoys a very good reputation in the community and requests for enrolment exceed school capacity.
- Teachers provided with professional learning to support early identification of students at risk.
- Students understand what constitutes positive school behaviour and were able to articulate what strategies they personally had at their fingertips to make learning more successful and positive.
- The school should pay attention to consistency in behaviour management beliefs and practices.
- There is a happy, vibrant and positive feel to the school.
- A small sample of parents spoken to felt they were able to easily engage with the school in regards to their child's learning. However more broadly school satisfaction data indicates the school is not motivating the children to learn.

The panel noted the following in relation to the **Targeted Use of School Resources** domain.

- The school has developed processes for identifying student learning needs.
- Programs to meet individual learning needs (e.g. students with learning difficulties) are prioritised, where possible, in the school budget.
- Physical spaces are used effectively to maximise student learning. Learning spaces are organised for individual work.
- Physical learning spaces are used creatively and technology is accessible to the majority of staff and students.
- The improvement of student outcomes does not appear to be the driving consideration in the allocation of school resources.
- There is very little, if any, systematic testing of students to identify individual learning needs.
- The school does not always make best use of available staff expertise.
- School leaders have developed very few, if any, school-wide policies or programs to address individual needs, which are left to classroom teachers.
- School learning spaces tend to be used traditionally, with limited flexibility to support different kinds of learners and learning.

## Comments and findings

- Resources have been prioritised where possible to support the improvement agenda of the school, including human and fiscal resources.
- Evidence supports that Directorate and discretionary funds, expertise, facilities and time are in place to assist in addressing individual learning needs.
- Significant resources have been committed to improve some aging facilities within the school.
- There is no evidence of a systematic process of identifying individual student need through comprehensive data set analysis.
- There is little evidence of growth in teacher capability or succession planning.
- There has been a significant investment in the IB program. For example, considerable funds

- have been expended to support the required professional learning and sustain the program.
- The school has made a significant commitment to resourcing so that students and staff have access to quality information technology devices to support learning. Technology is being used innovatively to support the needs of students. This includes whiteboards and iPads.

Within the **An Expert Teaching Team** domain, the panel verified the following.

- There is evidence that the principal and other school leaders see the development of staff into an expert and coherent school-wide teaching team as central to improving outcomes for all students.
- Teachers visit each other's classrooms.
- The school undertakes professional learning activities, although these may not always focus on the development of knowledge and skills required to improve student learning and there may not be a coherent, documented learning plan.
- The principal and leadership team are seen as supportive of, but not generally involved in, the day-to-day practice and learning of teachers.
- Teachers are open to constructive feedback and provide feedback to colleagues, although there may not be formal mentoring or coaching arrangements in place.
- The school is implementing a formal process for conducting professional discussions with staff.
- Where it is necessary to manage unsatisfactory staff performance, this is done professionally and effectively, and in accordance with agreed guidelines.

Comments and findings

- The school executive team places a high priority on professional learning which is linked specifically to the school's improvement agenda.
- A whole of school approach to observation and feedback that is effective for Telopea Park School is emerging. Teachers view and reflect together as a way of learning from each other. Teachers are visiting each other's classrooms to observe and provide feedback on elements of the Quality Teaching Model (QTM). Pre-observation discussions are held and post oral and written feedback provided.
- Although some informal coaching and mentoring is evident, there is no formalised process for providing feedback to teachers.
- A Professional Learning Plan has been developed with overarching goals for professional learning. From this, professional learning communities meet and devise projects with limited follow through.
- Teachers commented that they would welcome the school leaders to work with them during their planning time and would appreciate having the voice of the leadership team as their critical friend. This would assist them to understand if they are on the 'right on track'.

In the domain **Systematic Curriculum Delivery**, the panel noted the following for the delivery of the **French Curriculum**.

- The Kindergarten to Year 10 Phase 1 and 2 of the Australian Curriculum and the French Curriculum from Kindergarten to Year 12 were implemented in 2014 with all teaching programs being aligned to these curricula.
- The Telopea Park Harmonised Curriculum was rewritten in 2015 to become the Telopea Park School Binational Curriculum, reflecting the new French Curriculum and Australian Curriculum. The Australian Curriculum was subsequently aligned with the International Baccalaureate Middle Years Programme framework.
- The French curriculum is successfully delivered and monitored in a mandatory fashion and the school's adherence to this is frequently inspected in accordance with French education

expectations.

- The panel recognises the effort of the school in teaching both the French and Australian Curricula in the primary school, although the first phase of the new Australian Curriculum has yet to be fully integrated with respect to assessment and sequencing in the primary school. The panel recommends the school prioritises this as a focus during the next improvement cycle

In the domain **Systematic Curriculum Delivery**, the panel noted the following for the delivery of the **Australian Curriculum**

- The school has a clearly documented whole-school plan for curriculum delivery. This plan is aligned with the Australian or other approved curriculum and, where appropriate, system curriculum documents. The plan makes explicit what (and when) teachers should teach and students should learn. The curriculum delivery plan is being implemented throughout the school and is shared with parents and the wider community.
- A strong alignment has been achieved between the overall curriculum delivery plan, term and unit plans, classroom teaching and the regular assessment of student progress in relation to curriculum expectations.
- Considerable attention has been given to ensuring 'vertical' alignment of the curriculum so that there is continuity and progression of learning across the years of school, with teaching in each year building on to and extending learning in previous years. General capabilities and cross-curriculum priorities are understood, valued and used as active learning streams for all students.
- A high priority in curriculum planning is given to the progressive development of students' deep understandings of concepts, principles and big ideas within learning areas, as well as to the ongoing development of cross-curricular skills and attributes, including teamwork, critical thinking, problem solving, and the evaluation of information and evidence.
- The school places a priority on making the curriculum locally relevant and accessible to all students and values and build on to students' existing knowledge and varying backgrounds.

### **Comments and Findings**

- The school's curriculum delivery plan identifies curriculum, teaching and learning priorities and requirements. The curriculum delivery plan reflects a shared vision (by the school's governing body, principal, school leadership team, and teachers) for the school, and provides a context for delivering the curriculum as detailed in the Australian or other approved curriculum and, where relevant, system curriculum documents.
- The school curriculum plan and curriculum delivery (including the time allocated to particular learning) balance requirements to address all learning areas, to give priority to English, mathematics and science, and to embed the fundamental skills of literacy, numeracy and higher order thinking in all school subjects.
- The school leadership team ensures that the enacted curriculum remains a focus for discussion among, and collaboration between, teachers and that the curriculum plan is the reference against which flexible delivery is designed, assessment tasks are developed and student learning is reported. Curriculum delivery is designed to meet the needs of the range of students within each year level as well as those with disabilities and other particular needs.
- The school has a documented plan for curriculum delivery that includes year level and term plans, but the progression of learning from year to year is not always obvious and the relationship between the pieces of the plan (the year, term and unit plans) would benefit from further clarification.
- School leaders talk about embedding fundamental cross-curricular skills such as literacy, numeracy and higher order thinking within all subjects, but there is little evidence that school-

wide strategies are in place to drive a consistent approach. Literacy tends to be seen as the responsibility of English teachers and numeracy, the responsibility of mathematics teachers.

- Discussions about curriculum delivery tend to be sporadic and reactive with a year level focus rather than being driven by a leadership team with a whole-school approach.
- School leaders and teachers have limited familiarity with national or system-wide curriculum documents.
- The school may have a documented plan for curriculum delivery but there is little evidence that the whole-school plan drives the lesson plans of individual teachers.
- The enacted school curriculum is not seen as a central concern of all teachers (e.g., it is not a regular topic of conversation, a focus for assessment design or a framework against which student learning is reported).
- The new 2017 Binational Curriculum was co-constructed by staff.

In consideration of the domain **Differentiated Teaching and Learning**, the panel found the following.

- School leaders explicitly encourage teachers to tailor their teaching to student needs and readiness. Teachers also are encouraged to respond to differences in cultural knowledge and experiences and to cater for individual differences by offering multiple means of representation, engagement and expression.
- Some use is made of assessment instruments to identify individual strengths and weaknesses and starting points for teaching, but this appears to be at the initiative of individual teachers rather than a school-wide expectation.
- Some use is made of differentiated teaching (e.g., differentiated reading groups in the early primary years).
- Regular assessments of student learning are undertaken, but these often are summative and disconnected rather than exploring long-term progress in students' knowledge, skills and understandings over time.

### **Comments and findings**

- The progression of differentiation of teaching and learning across the school was attained in terms of teachers adapting their teaching and learning strategies to address learning differences and in some cases, ability levels.
- However the school is ready to move onto the next step in this area, ensuring that with prompt collection and rigorous analysis of data, student learning is supported by a more personally tailored approach, providing students with exactly what they need.
- Another focus for the school was to ensure all students who require Individual and Personal Learning Plans (PLP) were provided with them and other necessary adjustments. The school has worked with parents and carers to ensure their involvement in the process and they tracked the achievement of goals in the plans. Every student on a plan achieved at least one of the goals set for them.
- In the secondary school there were extension classes for gifted and talented students in English, Mathematics and Science to cater for learning extension.
- In 2015 intensive intervention in English reading and French literacy was implemented for students from Kindergarten to year 3. Students were assessed and selected for the intervention on a needs basis. The impact of this on student learning outcomes is unknown as it was not tracked appropriately.
- English as an Additional Language and Dialect (EAL/D) classes included students who were in need of support from both the primary and secondary sectors.
- A Response to Intervention program was initiated in the secondary school. The level of impact is unclear due to lack of evidence of monitoring and tracking.

The panel noted the following in the **Effective Pedagogical Practices** domain.

- School leaders are committed to continuous improvement in teaching practices throughout the school and expect team leaders and teachers to identify ways of doing this.
- The school has high expectations of every student's learning.
- School leaders are explicit about their desire to see effective teaching occurring throughout the school. They do not appear to be driving a strong agenda to improve and/or enhance teaching practices across the school, but generally do not engage in discussions with staff about effective teaching strategies.

#### **Comments and findings**

- Teachers and school leaders are committed to professional learning to enhance outcomes for students.
- Teachers expressed a desire for the principal and school leaders to spend time in classrooms observing and discussing pedagogical practices.
- There are multiple examples of clear and high learning expectations in classrooms.

In the final domain **School-Community Partnerships**, the panel found the following

- The school has established one or more partnerships with families, local businesses and/or community organisations with the express purpose of improving outcomes for students. Partnerships have generally been initiated by the senior leadership team and have their support.
- Attention has been given to communication and to the sharing of experiences within the partnership; however, there may be no formal plan for reviewing the partnership's outcomes and effectiveness.
- There is evidence that the school's partnerships are being implemented as intended. However, there may be limited evidence of improved student outcomes as a result of partnership activities.

#### **Comments and findings**

- The school actively seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations.
- Parents and families are recognised as integral members of the school community and partners in their children's education. This is evidenced through high levels of participation at key school events.
- Partnerships are strategically established to address identified student needs and operate by providing access to experiences, support and intellectual and/or physical resources not available within the school, e.g. Ongoing liaison with FAPS, French Embassy and Alliance Française and international trips such as annual trips to France and New Caledonia.

## SECTION D: Commendations and Recommendations

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### Commendations

- Telopea Park School, a bi-national school, is a highly sought-after school, with a long-standing reputation of excellence in the community. Parents, staff and students have an obvious sense of belonging and see the school as inclusive and embracing all cultures.
- The school is served by a highly committed and professional staff, who bring a wealth of experience and expertise. Members of the board and parents feel very privileged to belong to the school community.
- The principal and leadership team are committed to school improvement.
- Commendable work has been undertaken to develop a Binational Curriculum which encompasses both the French and Australian Curricula. The Binational Curriculum has served as a productive means to unify thought and provide structure for learning.
- There are pockets of excellence across the staff reflecting demonstrations of highly effective practice.
- Strong beliefs and inclusive practice is supporting the diverse learning and wellbeing needs of students. Targeting resourcing in this area provides a highly valued interface between students, teachers and families.
- The Principal and Proviseur were instrumental in forming the Australian Association of French English Bilingual Schools (AAFEBs) in 2015. This is now an accredited not-for-profit association and is valued by the 12 member schools around Australia.

### Recommendations

- That the Directorate with the school clearly articulates and documents the governance structure in conjunction with the French and Australian Government representatives which enables the requirements and expectations of the Australian Curriculum, the French Curriculum, the International Baccalaureate, the Agency for French Education Abroad (AEFE) French and Australian governments and the employment of French nationals in the context of an ACT Government school system and the 1983 Treaty. **(Australian Treaty Series 1983 No 8)**
- In developing and implementing the new 4-year strategic plan for the school, the panel recommends that a strategic agenda is developed, in context of a clear vision, expressed in terms of specific improvements sought in student performance, is aligned with national and/or system wide improvement priorities and includes clear targets with accompanying timelines which are rigorously actioned.
- The school embeds a culture of professional learning that has a focus on the continuous and personalised improvement of staff and is aligned closely to the student learning improvement priorities identified in the new strategic plan.
- The principal and other school leaders see the development of staff into an expert and coherent school-wide teaching team as central to improving outcomes for all students.
- That the principal and other school leaders give high priority to a course of action to improve the communication channels within the school to ensure an effective communication strategy with all stakeholders.
- A systematic approach to formative assessment is developed throughout the school to identify gaps in student learning, to build improvement over time and to enhance growth across the years of schooling.
- Build a shared understanding of differentiation and ensure that it is a feature of every teacher's classroom practice, characterised by the regular use of data to determine the strengths and weaknesses of individual students and as starting points for teaching.
- Progressively develop and implement pedagogical frameworks that outline the clear and

agreed position on the kinds of teaching considered most appropriate and effective for the aspirations of the school. Then consider how opportunities for teachers to work together and learn from each other can be facilitated across the school. Ensure professional learning of staff through observation, walk throughs and associated feedback, using this harvested data to identify coaching needs and to inform professional learning pathways and opportunities.

## Statement of School Review

The Telopea Park School Binational Review was conducted on June 19-23, 2017. The panel members examined all materials provided, spoke with teachers, students and parents and participated in several class and whole school activities.

The panel commends the efforts of Telopea Park School in providing a quality learning environment for students.

The Review Panel endorses the Binational Review Report as a true and accurate record of the findings from the Review.

**Sue Norton**

Appointed Australian Government Representative

Signature:



Date: 30 November 2017

**Monsieur Bertrand Richet**

French Government Education Inspector

Signature:



Date: 30 November 2017

I, Ms Kerrie Blain, as Principal of Telopea Park School and Monsieur Emmanuel Texier, as Proviseur of Telopea Park School accept the Review Report on behalf of the school community.

**Kerrie Blain**

Principal

Signature:



Date: 12 December 2017

**Emmanuel Texier**

Proviseur (Head of French Studies)

Signature:



Date: 7 March 2018